

they work so zealously for the promotion of this good cause—that they, this day, rejoice in assisting to celebrate a festival which announces true progress.

The right Revd. prelate also remarked that he felt grateful, for the inauguration of this Normal School, feeling assured that it would be attended by the most beneficial results, placed as it is under the supervision and direction of men who deserve the confidence of their fellow citizens.

The church must rejoice at such an event: far from being the enemy of science and of knowledge, she has always been the means of advancing the one and of diffusing the other. How could it be otherwise? Did not her Divine Founder assume a human shape expressly to bring light to the world? Is it not to the church that, in the middle-age, we owe the preservation of science and literature? Is she not the mother of modern civilization? When the first pioneers of Canada landed in this country, who accompanied, who led them, but priests and missionaries? Their numbers have increased with those of the population of the country; they have visited the remotest parts of this continent; they are to be found everywhere, and it is to them that our leading men are indebted for the education they have received in our colleges. In fact, they have been for years, by themselves, the only body of teachers in this country. Now that the government has taken under its especial care and patronage the great work of public instruction, the clergy will not abandon that which they themselves originated. The great sacrifices which the Seminary of Quebec are making for the establishment of the Laval University, is ample evidence of a very different feeling on their part. Besides, when, thirty years ago, the legislature enacted our first laws on elementary education, the clergy lent their assistance promptly and efficiently to the difficult and somewhat dangerous task of carrying it out. They have been amply repaid by the results since, notwithstanding what may be said to the contrary by men who are much inclined to revile their country and praise what is done elsewhere, our education, and, above all, our moral education, can compare favorably with that of any other population. And who will deny that moral education is the very basis of society?

The clergy cannot see but with intense pleasure the opening of this school: the only thing we fear is education without religion and without morality. It is not because the clergy fear knowledge and improvement that they are opposed to the so called non-sectarian schools; it is because the results of such a system have been fearful in all countries that have tried it. But as this Normal School is established on the well avowed principle that religion must be the basis of education, we, for our part, are glad to cooperate in this great work. Let, then, this undertaking be blessed; let it be blessed in its founder, let it be blessed in its director, in its professors, in its pupils.

His honor the Mayor of Quebec, Dr. Morin, having been called upon, said that he had come there more as a pupil than as a teacher; and that in reality he had learnt a great deal from the two former speakers. As the head of the municipal body, he had to thank the honorable Superintendent for the praise he had given them. The Councillors do not, however, mean to boast of having done more than their duty, in raising the school grant; all they regretted was that the resources of the corporation did not allow them to do more. (Loud cheers.) As an old inhabitant of Quebec, not yet the oldest inhabitant (laughter and cheers,) he would bear evidence to all that had been said of the Seminary of Quebec. He can remember a time when there was at Quebec but two good schools: the Seminary and Mr. Wilkie's. He was intimately acquainted with the two reverend gentlemen whose names have just been mentioned, Mr. Holmes and Mr. Demers; and he does not believe that there has been any exaggeration in the praise given them. Before Mr. Demers, he had known Mr. Robert and other venerable members of that institution, among whom he must name one of his dearest friends, a man of very great activity and energy: the late and lamented Mr. Parent. Apart from all the good work that has been done in the cause of education by the Seminary of Quebec, he does not forget all that has been achieved by the Roman Catholic clergy, who have, besides, created the seminaries of Nicolet, of Sainte Anne, and many other colleges and schools.

He also believes that the efforts of the late Mr. Wilkie, who taught for so many years quite close to the building where he was now speaking, ought to be noticed, and he was happy to say that some of the pupils of that worthy teacher had lately erected a monument over his grave. (Loud cheers.)

He, for his part, had the most cheerful expectations in regard to this normal school. Through that institution and through the teachers which it will train, education will be brought to every man's door. The French Canadians, with education, will be equal to any kind of

improvement; for he might say, that a population more gifted with natural talent could not easily be found. He then told a humorous anecdote of a phrenologist, a friend of his, who visited Quebec a few years ago, and was quite enraptured with the phrenological developments he noticed generally. He went to the country to see whether the people there were as well gifted as those in the town, and he was quite pleased with the results of his observations. Then, said the Doctor, all we have to do is to work out, through education, all the good qualities and natural abilities which exist in all those fine heads. (Cheers and laughter.)

After the Mayor of Quebec, the Revd. Mr. Horan, principal of the Laval Normal School rose, and delivered the following address:—
Gentlemen,

Among the various subjects which occupy and engross public attention, there is one, which, on account of its paramount importance, demands special consideration. This is the education of youth—a subject deserving all our solicitude, and one towards which should tend all our thoughts, because, upon the education of our youth will depend the future of our country; because, this future will be either prosperous or the reverse, according as this education shall have been well or badly directed.

It has been truly remarked, that education is the mould in which society is shaped. Is it, then, astonishing, is it not on the contrary reasonable that we should endeavour to improve popular education, and so to direct it, that it may produce beneficial results? If it be true, and it undoubtedly is so, that a nation is continually recruited by the generations which renew its schools, in the same manner as the ocean is fed by the rivers which flow into it their tributary waters, is it not the duty of every man who really and truly loves his country, to use his utmost endeavors to ensure its welfare, by procuring for its youth a good and solid education?

But the question is, how are these important results to be arrived at? How assure for Canada so desirable a boon? what means will be the most efficacious for accomplishing such a blessing? On this point, gentlemen, opinion is much divided. Some are of opinion that the welfare of a people consists in agriculture, when brought to such perfection as to render productive the most sterile soils, and which, while it raises a nation beyond the reach of famine, still retains for it its primitive simple tastes and habits; others, again, place a nation's prosperity in the extension of commerce and manufactures. Happy, say they, is the nation that can see its flag extended to the wind in the most distant seas bartering for those unheard of riches which excite the envy of neighbouring states. Yes; happy is the nation which produces, within its own limits, the wonders of industry and art. Behold the mountains levelled, the rocks pierced through, the valleys covered with works and manufactories, railroads traversing the country in every direction, the electric fluid subjected to the will of man for the purpose of conveying his ideas with lightning speed. Industry and art, in the minds of some, constitute the first step towards the happiness of mankind.

And now, gentlemen, with such sentiments before us, what shall we say? Here is what we shall say; "Happy the people who, besides these material advantages which we are far from despising; you may rest assured, on the contrary, we appreciate and esteem them highly, recognising all their importance; happy, we shall say, the people who to these material advantages have added another source of solid and permanent prosperity.

Happy the people who have secured for all classes of the community a fair and honest system of public instruction, one that will impart to all, habits of filial veneration, of obedience to the laws, of integrity and honesty in all the transactions of life; in one word, happy those among whom the Lord may be said to be their master!

We must, therefore, from one end of Canada to the other, confide the education of children to such teachers as will have been perfectly trained and educated for that noble purpose and to no others. We must also confess that the gentleman who is now at the head of the department of public instruction, who, by his persevering efforts, has succeeded in conferring to the country the many advantages to be derived from Normal Schools, deserves a great deal from public gratitude. In the remarkable speech which he has just now delivered, the honorable gentleman has alluded to many an interesting incident of our past history; but I must remind him that there is also such a thing as our future history, which will record this great event, and with it, hand over his name to posterity.

In this institution, the pupil-teachers will learn with especial care their language and the English language, arithmetic, mathematics, the laws of natural philosophy and of natural history, through which God rules over this wide and admirable universe. I am happy to state that we are provided with all the apparatus and chemical preparations required for a fair investigation of those rules.